

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Design an activity that will test the learner's ability to catch four out of five goal kicks. Allow shooters to kick stationary balls for this experience.

Catch a chest level goal shot.

Organization consideration is the same as for the low goal shot. If kickers cannot consistently kick a chest level shot, have them throw the ball.

Techniques for catching a chest level ball:

1. Face an incoming ball.
2. Extend arms and hands - thumbs in, fingers up and the back of the hands facing the body.
3. Catch the ball with the fingers/hands and bring it to the chest.

Does the learner demonstrate the ability to catch a chest level goal shot three out of five trials?

Design a self-testing activity similar to the low level shot.

Catch a goal shot above the head.

The organization considerations are similar to the previous low learning experiences.

Techniques for catching an overhead shot.

1. Face the incoming ball.
2. Take-off from one foot and lift the other knee up for protection against oncoming players.
3. Catch the ball and bring it into the body.

Does the learner demonstrate the ability to catch a goal shot above the head three out of five trials?

Design a self-testing activity similar to the low level shot.

Stop a goal shot by diving to the side.

The organization considerations are similar to the above. Sometimes it is necessary for a goalkeeper to dive to the side to prevent a goal.

Techniques for diving:

1. By timing the incoming ball, the goalkeeper dives toward the ball with the body parallel to the ground.
2. The ball is caught with the hands as the body is extended toward the ball.
3. The goalkeeper can use the ball to break the impact of the fall.

Does the learner demonstrate the ability to catch a goal shot, by diving, three out of five trials?

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	Design a self-testing activity similar to the low level shot.	
1.2 Can the learner correctly clear a ball to a moving partner (PEH 246-249)?	<p>The teacher may want to consider integrating one or more of these learning experiences into En Route Learning #3.1 When a goalkeeper punts or throws the ball upfield out to a teammate, it is called "Clearing" the ball.</p> <p>The punt is used to clear the ball upfield (long distance). The punt technique is similar to the punting technique used in football.</p> <p>Punting Techniques (PEH 248)></p> <ol style="list-style-type: none"> 1. Hold the ball with both hands in front of the body. 2. Extend the kicking leg behind while raising the heel high. 3. Extend arms in front as you prepare to drop the ball. 4. Make contact with bottom/back area of the ball. 5. Make contact with the instep. 6. Follow through with kicking leg. <p>During the early learning experiences the learners can practice punting with no target just focus on the punting motion. As they demonstrate correct punting technique, they can punt to a partner. The distance they punt depends on their skill ability. They should develop long controlled punts. Varying the distance and angle of the punt helps develops control.</p> <p>Design an activity that tests the learners ability to control long punts. A partner can be given a designated distance to stand from the punter and a ten to twenty foot area to stay inside. The punter tries to see how many punts out of ten he can kick to the receiver.</p>	<p>Does the learner demonstrate the ability to punt upfield accurately three out of five trials...</p> <p>...no target?</p> <p>...to a partner upfield?</p> <p>...to different directions upfield?</p>
Clear the ball by punting it upfield -no target.		
Clear the ball by punting it to a partner upfield.		
Punt different directions upfield.		
Catch a shot and clear with a punt.		Does the learner have the ability to catch a shot and clear the ball three out of five trials?
Clear the ball to teammate using an overhead throw.	The overhead throw is used to clear the ball for shorter distances and directly to a teammate. The ball is usually thrown so the teammate can receive it on the move.	Does the learner demonstrate the ability to clear by throwing to a... stationary partner three out of five trials?

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Clear to stationary partner.

The throwing technique is similar to the basic overhead throw (PEH 248-249). Have the learners practice throwing to a stationary partner about twenty to thirty feet away. As the learners demonstrate control, have them throw to a moving partner. Start with a slow moving partner and gradually increase the speed.

...moving partner three out of five trials?

Catch a shot and clear with a partner.

The learner can practice catching a shot (rolled or kicked) by a partner and clear the ball to a moving partner. Design an activity that tests the learner's ability to clear to a moving partner while throwing. See how many throws can be successfully made out of ten trials.

Does the learner demonstrate the ability to catch a shot and clear to a partner three out of five trials?

1.3 Can the learner catch a goal shot and clear it to a teammate?

In these learning experiences the learner will practice on the transitions from defense to offense. Organize the learners into groups of four to six; two to three offensive players attacking the goal, one goalkeeper and one to two players to receive the goalkeeper's clear.

Clear to a wing-throw.

The shooters attack the goal- uncontested- and shoot from about twenty feet. The goalkeeper catches the ball using the appropriate technique and clears to a partner on the wing or up the middle. The players receiving should move to different positions on the field. Manipulate the speed of the offense to control the complexity. Build success into the experience by controlling the complexity. Rotate the learners every three to five trials.

Does the learner demonstrate the ability to catch a shot from aggressive shooters and clear to a teammate three out of five trials?

Clear to the middle-throw.

Design an activity that allows the learners to test their skills. The shooter who scores a goal receives one point. The goalkeeper receives one point for each blocked/caught shot. Rotate the learners every three shots. The first learner to score ten points wins.

Clear the ball upfield to a moving partner-punting.

The considerations are similar to the above experiences. The skill focuses on using the punt to clear.

Does the learner demonstrate the ability to clear upfield to a teammate three out of five trials?

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2.1 Can the learner create an advantage on offense or defense in a three-on-two situation (PEH 249-252)?

Play a game of keep away.

Unlimited space.
Limited space.

In the following experiences the focus is on the use of dribbling, passing and shooting in an offensive advantage situation. En Route Learning 4.2 will focus on the defensive skills and strategies used in a three-on-two defensive disadvantage. The teacher can consider integrating En Route Learnings 4.1 and 4.2 or teach them separately.

Design an area that has no goal. The three learners on offense will keep the ball away from the two defensive players. The area should be large enough to allow for long passes (low & high). Start with an area about fifty feet by fifty feet. The size of space can be altered to control the complexity. Smaller space increases the defense's advantage.

Do the learners on offense demonstrate the ability to control the ball for one minute...
...while in a large space?
...in an increasingly smaller space?

Offensive Strategies

1. Take ball to the defender.
2. Players without ball must move to an open space and provide options to the teammate with the ball.
3. Players must communicate.

Defensive Strategies

1. Cut off offensive options.
2. Fill passing lanes.
3. Delay or stall offensive team.
4. Force offensive player to a disadvantage.
5. Watch the ball not the player.
6. Stay on your feet.
7. Communicate.

Do the learners on defense demonstrate the ability to disrupt offensive play...
...by cutting off offensive options?
...delaying or stalling the offensive team?

Start with a passive defense and gradually increase to an aggressive defense. Rotate learners regularly from offense to defense and defense to offense. Design an activity that test the ability of the offense to keep the ball away from the defense for one minute. When the defense forces a mistake, they receive one point. The offense gets two points if they can keep the ball away from the defense for one minute. First group to receive five points wins.

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Attack a goal on offense. Defend a goal on defense.

Unlimited space.
Limited space.

The situation considerations are similar to the above experience. The focus is on scoring a goal by the offense and preventing a goal by the defense. The offense must communicate. Offensive players must move into positions that increases pass/shot options and help spread the defense out.

The defense must support each other with depth. Force the ball wide or away from the goal.

Consider designing a goal area and adding a goalkeeper to this experience. Rotate learners regularly from offense to defense. The learners can play a modified game receiving one point for blocked shots on defense and two points for scoring a goal. The first to score five points wins. Rotate and start again.

Do the learners on offense demonstrate the ability to create offensive shooting advantages in two out of five attacks?

Do the learners on defense demonstrate the ability to prevent an offensive advantage in two out of five attacks?

2.2 Can the learner create an advantage on offense or defense in a six-on-four situation (PEH 249-252)?

Working in groups of six, dribble and pass while moving-no defense.

Reflect traps.
Chest trap.
Thigh trap.
Foot trap.
Long passes.
Low passes.
High passes.

Many of the considerations from the above learning experiences will apply to these experiences. The focus is on offensive and defensive playing strategies. The playing field will need to be larger - seventy five feet by seventy five feet. Introduce those rules (modified/offered) that are needed to facilitate practice.

This is the first time the learners have practiced in a group this large. Provide practice time for them to focus on dribbling and passing (high and low) to each other while moving in different directions, varying speeds and back and forth across the practice area. The learners should be able to pass to moving partners accurately, maintain at least twenty to forty feet away from each other. Design an activity that tests the groups ability to keep the ball in the practice area for at least one minute.

Does the learner demonstrate the ability to keep the ball going for one minute while using a variety of of passes and traps?

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Play a game of keep away (six offense versus four defense).

Unlimited space.
Limited space.
No goal area.

Attack a goal on offense.

Defend a goal on defense.

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The offensive players will practice on dribbling and passing to keep the ball going and prevent the defense from gaining control. Defense will try to create a situation that disrupts offensive play.

*Offensive Strategies

1. Spread the defense to open areas to penetrate.
2. Take ball at the defenders.
3. Create confusion for defense by making runs through space without the ball.
4. Provide support for the player with ball by creating passing options.
5. Always provide support behind teammate with the ball.

Defensive Strategies*

1. Support each other with depth.
2. Know your responsibilities during changing conditions.
3. Deny passes and open space.
4. Delay penetration by positioning in front of the player.
5. Spread defense to protect the areas.
6. Provide pressure to force mistakes.

The experience should begin with a passive defense and the entire space. As the offensive players demonstrate control, gradually increase the aggressiveness of the defense and gradually decrease the space size.

Design an activity that tests the learners ability to keep the ball going for one minute. The defense receives one point for each turnover. The offense receives three points each time they control the ball for a minute without a mistake. The first to score five points wins.

The situation considerations are similar to the above experience. The focus shifts to attacking the goal in six-on-four situation. For offensive play, designate a left wing (LW), center forward (CF), right wing (RW), left halfback (LH), center halfback (CH) and right halfback (RH).

Monitor Learner Progress

Do the learners on offense demonstrate the ability to control the ball for one minute...
...while in a large space?
...in an increasingly smaller space?
...against an active defense?

Do the learners on defense demonstrate the ability to disrupt offensive play
...by cutting off offensive options?
...delaying or stalling the offensive team?

Do the learners demonstrate the ability to attack the goal while on offense:

-using wide passes to spread the defense?

-short quick passes to create an open shooting lane?

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- back passes to maintain possession?
- take the ball at the defense?
- provide support to teammates?

For the four defensive players use the Defensive Principles in PEH 250, Figure 18-37.
Delay, balance, support/depth and concentration.

*Offensive Strategies

1. Similar to above strategies.
2. Wide passes for control and spreads defense.
3. Short quick passes to create an open shooting lane.
4. Back passes to maintain possession.
5. Shoot when ever possible.

Defensive Strategies

1. Similar to above strategies.
2. Force the ball wide and away from goal.
3. Play aggressive to force mistakes when the situation allows.

Do the learners demonstrate the ability to use defensive skills and strategies to disrupt the offensive attack:
supporting teammate with depth?
cutting off passing lanes?
providing pressure to force mistakes?

Use basic offensive principles to attack the goal (PEH 249-251).

The offensive team must work on a coordinated attack plan. Each offensive teammate must not only know their responsibility, but also the responsibility of others to coordinate the offensive play.

Distribute the ball wide and penetrate.

Passive offense.

Active offense.

Three players (for example CF, RH, RW) take the ball to one side of the field. This spreads the defense. The center forward moves through the defense toward the direction of of the ball. The right wing looks to pass to the CF as he dribbles to the right. The right halfback is providing rear support for the right wing. The left wing is breaking toward the goal area from the far left looking for a pass from the center forward. The left halfback and center half back also provide rear support.

Do the learners on offense demonstrate the ability to use offensive principles to attack the goal by distributing the ball wide and then penetrating?

Use basic defensive principles to defend the goal (PEH 250-251).

The defensive team must also work on a coordinated defensive play to prevent the offense from taking advantage of the numerical situation. There are four defenders; one goalkicker (GK), left fullback (LF)

Do the learners on defense demonstrate the ability to defend the goal by delaying penetration.

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Position in front of player with ball to delay penetration (PEH 250, Figure 18-37. Delay).

right fullback (RF) and center halfback (CH). The center forward or fullback will come up and position in front of the player with the ball. The other two players will provide support behind and to the side of the up player to force passes to the side which delays penetrations passes. Remember, when a defense is at a disadvantage numerically, their basic strategy is to "delay" the offense until support arrives.

forcing the ball wide?

position in front of the offensive player?

playing aggressively?

For the above learning experiences design an activity that gives the offense one minute to score from midfield. If the offense scores, they get one point. If they don't score, the defense gets one point. The first to get five points wins.

Move without the ball to force defensive adjustments (PEH 250, Figure 18-36. Mobility).

Players need to focus on the advantages that moving without the ball can create for offensive team. The defense must adjust to these offensive movements. If the movement creates surprises for the defense and offensive advantage-shot can occur. For example: in the offensive situation of the previous learning experience, the ball was moved toward the sideline. If in that situation, the players without the ball reversed their direction, crossed in front or behind their teammate, moved away from the goal area or across the goal area, the defense would need to adjust. If the adjustment was not quick enough, an offensive advantage would occur.

Do the learners demonstrate the ability to move without the ball to force defensive adjustments:

Passive offense.

Passive defense.

Active offense.

Active defense.

Start the experience with the learners practicing the movement slowly - passive. Gradually increase their speed on offense as the learners demonstrate the ability to move and communicate to their teammates.

When an offensive advantage cannot be prevented or delayed, defensive players move to the goal area to create congestion (PEH 250-251).

In this situation, the defense recognizes that they have lost and must retreat to the goal area to create congestion. If they react fast enough, they will increase the difficulty of the offensive team getting a shot. Have the offensive players attack the goal as in the above learning experience. Start off with passive play on both offense and defense. Gradually increase their aggressiveness as the defense demonstrates control]

Do the learners on defense demonstrate the ability to recognize when the offense has the advantage by retreating to the goal area to create congestion?

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3.1 Can the learner move quickly to a defensive position after losing possession?

Players away from the ball, move toward their goal.

Player(s) near the ball apply pressure.

The ability for players to make the transition from offense to defense or defense to offense is critical to preventing the opponents from gaining an advantage.

When possession of the ball is lost, the players losing possession must quickly react to applying defensive strategies players away from the ball must quickly move to midfield toward their goal. Player(s) near the ball should apply pressure to the offensive attack. The amount of pressure depends on the offensive defensive situation. If defense has a numerical advantage, apply pressure to create a turnover. If the defense is at a disadvantage, delay the offensive attack. Learners should apply the strategies previously developed.

When losing possession of the ball, do the learners move quickly to defensive position:

-players away from the ball move toward their goal?
-players near the ball apply pressure?

3.2 Can the learner attack effectively when gaining possession of the ball?

The focus in these experiences is on the transition from defense to offense.

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When the offense outnumbers the defense, attack quickly.

Spread the offense.

Make effective passes upfield toward the goal.

When no offensive advantage exists, build the attack.

Advance the ball slowly.

The learners need to recognize when an offensive advantage exists. When they get possession of the ball, they should move upfield quickly to take advantage of the offensive superiority. Creating a variety of passing options increases the chances of the offense to advance the ball. The offensive players must spread out and move into various positions on the field that will increase passing options.

When the defense outnumbers the offense, the offensive team must build the attack. Offensive players must provide support by spreading the defense, backing up the player with the ball and creating passing options. In general, move to a more standard offensive attack.

In the above two En Route Learnings, design situations that are similar to regular game-like conditions. Focus on the transitional play. Award additional points for effective transitions.

When gaining possession of the ball, do the learners attack quickly if they outnumber the defense?

Do the learners "build" the attack when there is no offensive advantage?

3.3 Can the goalkeeper effectively put the ball in play after gaining possession?

Pass/punt the ball to a teammate that creates an offensive advantage.

The goalkeeper play was developed in Level II, Objective 1. Refer to those learnings if the learners demonstrate a need to develop their basic goalkeeping skills further.

The goalkeeper can help create an offensive advantage by quickly sending the ball upfield to a teammate where the offensive advantage exists. This occurs when the opponents have more players than defenders at the goal area for their offensive attack.

If the goalkeeper and teammates react quickly enough, an offensive advantage can be created. The players upfield must spread out and provide the goalkeeper with options. These options will force the defense to make a transition and cover a larger area with fewer people.

The purpose of this objective and the En Route Learning experience is to get the learners involved in

Does the goalkeeper create an offensive advantage in two out of three game settings?

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regular game-like play. The learners have acquired the basic skills necessary for game play and are ready to put all of those acquired skills into use. The next four En Route Learnings are deadball situations. The order of presentation is not developmental. It is recommended that these learning experiences are taught as the situation occurs in game play.

4.1 Can the learner start the game effectively in a kickoff situation (PEH 232)?

The focus in this experiences is to show the learners how to line up prior to the kickoff and how the ball is put in play. The objective calls for a seven-on-seven game situations. The playing field should be at least 120 feet by 60 feet.

Use a one-two-three formation to start the game.

The learners need to learn how to line up when starting a game or play from a kickoff situation. The positions used are center half, left half, right half, left wing, center, right wing and the addition of the goalkeeper.

Does the learner know how to line up to begin game play?
Does the learner know the seven positions?

Offensive field position for kickoff.

All players line up on their half of the field. The ball is put into play by the center half kicking a stationary ball forward to a teammate. The kick is usually short and must roll at least one full rotation. When the ball is put into play, the offensive team is on the attack.

Do the learners demonstrate the correct way to line up for a kickoff on offense?

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Defensive field position for kickoff.

The defensive team is also positioned on their half of the field approximately eight yards from the ball. When the ball is put into play, the defensive team immediately begins to react to offensive play by applying defensive strategies.

Do the learners demonstrate the correct way to line up for a kickoff on defense?

4.2 Can the learners on offense and defense use effective strategies in a throw-in situation (PEH 234 and 245).

During seven-on-seven play, introduce the throw-in. When there is a need for the throw-in play. For example: when a ball goes out of bounds over the touch line. Show the learners and allow them to practice the throw-in.

Make a throw-in to a moving receiver.

As the learners demonstrate control of throwing to a stationary partner from a stationary position, add movement to the receiving partner. Start the receiving partner moving slowly and gradually increase the speed, distance and directions of the movement. The thrower must focus on adjusting the throw-in to the distance of the receiver. Design a similar testing activity as presented above.

Does the learner demonstrate the ability to make a successful throw-in four out of five trials to a moving receiver?

Lead the receiver.

Receiver use a deflect trap (Soccer Level I,)

Does the learner lead the receiver effectively?

Make a throw-in to a moving receiver being defended.

Consideration of the above learning experiences will continue to apply. The thrower must be able to make a throw that assists the receiver in getting open. Lead the receiver with a throw that will place the receiver at an advantage of the defender.

Does the learner demonstrate the ability to make a successful throw-in to a defended receiver three out of five trials?

Does the learner make a throw that assists the receiver in getting open?

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Make a running throw-in to a receiver.

Stationary receiver.

Moving receiver.

Make a throw-in to a moving receiver being defended.

The throwing motion is the same as the standing throw-in. The running throw-in is used to generate greater force and distance when throwing. Players also use the running throw-in when in a hurry to get the ball back in play. Have the learners practice easy throw-ins to a stationary partner. Adjust the distance of the receiver to the thrower's speed. As the thrower increases the speed of the throw, increase the distance. Allow the receiver to start moving when the thrower demonstrates control of a running throw-in. The receiver should gradually increase the speed, distance and direction of movement to increase the complexity of the throw-in.

Add a defender to the game when the learner demonstrates the ability to successfully pass to a moving receiver.

Design an activity that allows the learners to compete against each other. Give each learner ten trials to compete against a moving receiver being defended. The thrower receives one point for each successful throw-in to the receiver. The defender gets one point for each unsuccessful throw-in by the thrower. The one with the most points after ten trials is the winner. Have them rotate positions and start over.

Does the learner demonstrate the ability to perform a successful throw-in in four out of five trials
..to stationary receiver?
..to a moving receiver?

Does the learner demonstrate the ability to perform a running throw-in to a defended receiver successfully in three out of five trials?

4.3 Can the learner execute a corner kick correctly (PEH 234)?

Shoot for the goal from the corner.

A goal can be scored from a corner kick. The shot is taken from a stationary ball which makes it similar to the previous learning experiences of stationary passing and shooting. The shooter must be able to hook the kick from the corner into the goal.

Does the learner demonstrate the ability to execute a shot from a corner kick four out of five trials?

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Pass to a teammate crossing in front of the goal area.

A more common strategy for a corner kick is passing to a teammate crossing in front of the goal area. The offensive players (two to four) travel from the the opposite side of the field toward the goal area. The players spread out as they enter the penalty area to receive a pass to make a goal shot.

Do the learners (passer and receivers) demonstrate the ability to coordinate an offensive play that involves receiving a corner kick in the penalty area to make a goal shot?

Use a combination of player-to-player and zone defense to defend a corner kick.

Two to three defenders place themselves at the goal, one at each goal post and one in the middle. The remainder of the players are in a player-to-player defense. For the above learning experiences, set up situations that have an offense taking a corner kick and the defense preventing the kick. Have the offense use several different movement strategies to confuse the defensive team. Give each team five trials on offense. If the offense scores directly from a corner kick play, they receive one point. If the defense prevents a score by gaining possession of the ball from the corner kick, they receive one point. The team with the most points wins.

Does the learner demonstrate the ability to defend a corner kick by using a player-to-player and zone defense combination?

4.4 Can the learner execute a penalty kick situation correctly (PEH 233)?

The focus in these learning experiences is how to play a penalty kick on offense or defense.

Aim for the corner of the goal when making a penalty shot.

The focus is on the strategy of the shot. The shooter must be able to make a shot that forces the goalkeeper to extend full range from the standing position to the corner of the goal. If the shooter can make the goalkeeper think/react to the opposite corner, the chances of scoring a goal is increased.

Does the learner when executing the penalty kick aim for the corner of the goal?

Does the learner demonstrate the ability to make two out of five penalty kicks?

React to the penalty kick as quickly as possible.

The goalkeeper cannot move until the kick is made. The goalkeeper must be able to react as quickly as possible to the kick. The goalkeeper will usually have to use the "fall to the side" technique to catch/block an accurate penalty kick.

Does the goalkeeper demonstrate the ability to block three out of five penalty kicks?

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Have the learners rotate as shooters and goalkeepers. The goalkeeper receives one point for every successful stop and the shooter receives one point for every successful shot. The first to get ten points wins.

After blocking a penalty kick, start your team's transition game.

Make a long pass upfield if an offensive advantage can be gained.

Make a short pass when no offensive advantage exists.

When a penalty kick is blocked it is in play. The goalkeeper must first block the kick then get possession of it. Because most players (offense and defense) are gathered around the penalty area, it is not likely that a transition advantage can be created by the goalkeeper's team. The goalkeeper is responsible for starting the team's offense. The goalkeeper may throw or kick the ball up field to a teammate or make a short pass to a nearby teammate. However, the goalkeeper should make a long pass to a teammate if the defense is out of position and thus generate a quick offensive attack. If the long pass is not advantageous, then a short pass to a teammate should be made so the offense can build the attack.

SOFTBALL

The popularity of the game of softball may vary somewhat by regions in the U.S.A., but overall millions of U.S. adults and youngsters play some form of competitive or recreational softball. The game is an adaptation of baseball, which does not require the advanced expertise of speciality pitchers and, therefore, provides fun, satisfaction and enjoyment for all. The game can be played with a minimum of equipment in a reasonably small area in a variety of places and for backyard and special occasions. The Amateur Softball Association has developed a broad youth and adult program and league competitions in many parts of the country. Most local communities sponsor summer softball leagues on different competitive levels. Coed teams are popular for school intramurals and city leagues.

The basic skills essential to play softball include: throwing, catching, fielding, batting and running. Softball requires little physical fitness and endurance, but it does encompass several specific skill combinations and an understanding of game strategy.

Audio Visual Aids

Amateur Softball Association, 2801 N.E. 50th Oklahoma City, OK, 73111. Softball Rules In Picture.

Athletic Institute, 805 Merchandise Mart, Chicago, IL, 60654. Softball filmstrips and super eight films.

Key References

Brown, Paul, et al. Coaching Youth Softball. Chicago, IL. The Athletic Institute, 1978.

Dobson, M. and Sisley, B. Softball for Girls, NY: The Ronald Press Company, 1971.

Jones, B.J. and Murray, M. Softball Concepts for Coaches and Teachers. Dubuque, IA: William C. Brown Co., 1978.

Official Softball Guide and Rulebook. Oklahoma City, OK: Amateur Softball Association, P.O. Box 11437.

Whiddon, N. and Hall, L. Teaching Softball. Minneapolis, MN: Burgess Publishing Company, 1980.

Level: Secondary

Activity: Softball I (Slow pitch)

Objectives: The learner will be able to:

1. throw a softball to a target with accuracy for a distance of seventy feet.
2. field a softball in a variety of places around the body while on the move.
3. correctly pitch a softball underhanded for a distance of at least 30 to 40 feet.
4. hit a pitched ball from forty feet with power and control.
5. use offensive and defensive strategies under game-like conditions.
6. play a modified or regular game of slow pitch softball.

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I.1 Can the learner throw a softball (PEH 259)?

In these learning experiences the focus is on the throwing pattern. Focus on accuracy is addressed in the following En Route Learnings.

Practice overhand throwing pattern with out ball while stationary

Provide the learners opportunity to practice the throwing pattern with no ball. Most or all of the learners have had experiences in throwing. This practice situation provides the teacher an opportunity to monitor for correct mechanics. As learners demonstrate "fluid motion", introduce a ball. The learners should work in pairs and stand an appropriate distance apart. The distance should facilitate a mature overhand throw. The distance will vary from learner to learner. Continue to monitor the stance and body motion. Begin focusing on the release and follow through. Model when necessary. As the learners demonstrate efficiency in throwing, gradually increase the distance of the throw. This will require the learners to increase the force of the throw. Learners should not increase distance beyond their ability to demonstrate a mature throwing pattern. Remember to focus on the pattern and not be concerned about accuracy. This is not easy because they are throwing to partners. An alternative would be to use wiffle balls. A wiffle ball could be thrown at a wall or fence or out into the field. For an activity, have learners throw ten catchable balls to a partner and each partner team receives a point for each successful catch. Partners can step back a step when balls are caught in nine of ten trials.

Does the learner demonstrate the overhand throwing pattern correctly without the ball?

Practice overhand throwing pattern with a ball while stationary

Does the learner demonstrate the overhand throwing pattern correctly with the ball?

En Route Learnings

1.2 Can the learner throw to a target accurately?

From a comfortable distance throw the ball so the partner can catch it in front of the body without moving

Gradually increase the distance while throwing to a partner.

1. Forty feet
2. forty-five feet
3. fifty feet
4. sixty feet
5. seventy feet

2.1 Can the learner catch a softball thrown under varying conditions (PEH 264-265)?

Teach To The Objective

The focus begins to shift toward accuracy. The form may deteriorate for some learners. As they practice, a mature pattern will emerge. Learners will need a lot of reinforcement as they begin to focus on accuracy. Effective modeling is critical. You cannot completely separate the development of form and accuracy.

Learners should be able to maintain and use good form for this learning experience. Explain to the learners how the body increases force as the distance increases.

1. Increase speed of throw.
2. Generate faster motion with the body parts.
3. Step bigger.

Learners should increase distance only as they can effectively and efficiently throw the ball.

Plan a testing activity as the learners demonstrate control. For each distance, give the learners five throws. The learners receive one point for each successful throw. Ask questions relating to the speed of the ball and the force applied.

Consider having the learners practice their footwork without the ball. Introduce the ball as the learners demonstrate control. Start off with easy throws and gradually increase the speed of the ball and the range of movement the learners have to use to catch the ball.

Slowly shift from catching a ball under planned conditions to unplanned conditions. This forces the learners to react to the approaching ball.

Monitor Learner Progress

Does the learner demonstrate the ability to throw a catchable ball to a partner four out of five trials?

Does the learner have the ability to throw to a stationary target accurately four out of five trials from increasing distance?

En Route Learning

Teach To The Objective

Monitor Learner Progress

For a testing activity, give each learner ten trials at catching balls coming from a variety of directions around the body. The learner receives one point for each ball that is caught. Only catch catchable thrown balls. The complexity of the experience can be controlled by the teacher. Such as, distance of throw, speed of ball and the amount of the space the receiver has to cover.

Catch a ball thrown straight on from a partner.

Review with the learners the basic receiving techniques.

1. Receiver's eyes on release point.
2. Follow flight of ball into glove.
3. Extend glove arm toward ball and absorb the force of the ball by giving with the arm.

The learners can work on throwing and catching with or without gloves. The distance a part should facilitate a mature throwing pattern so the learners can focus on catching. Use "soft" softballs (especially without gloves) or any other soft type ball that is the same size as a softball if learners demonstrate concern about catching a regular ball. Whiffle balls or three inch playground ball would be good.

Does the learner demonstrate the ability to catch four out of five balls correctly?

Catch balls thrown at or above the waist.
waist area
chest area
head area
above the head

Have the learners practice with a softly tossed ball so they can concentrate on the correct hand position when catching above the waist. Fingers point upward when catching "above the waist." Learners must cooperate with each other to make this a successful learning experience. Gradually increase the force and distance as the learners demonstrate control. Be sure to keep the learners within their ability range.

Does the learner demonstrate the ability to catch balls that are thrown above the waist in four out of five trials?

En Route Learning

Catch balls thrown below the waist.
hip area
knee area
grounders

Teach To The Objective

Generally the same considerations as above. When catching below the waist the fingers point downward. Catching below the waist is all the space in front of the body except on the ground. When catching grounders, the learners should:

1. Keep body & glove low on ground balls,
2. Move toward ground balls,
3. Stay in front of ground balls,
4. Feet should be in a slightly stride position, knees bent,
5. If ball bounces try to catch it as it leaves ground,
6. On hard hit balls, either close the feet or drop to one knee.

Monitor Learner Progress

Does the learner demonstrate the ability to catch balls that are thrown below the waist in four out of five trials?

2.2 Can the learners field ground balls (PEH 260)?

Field a ground by:

1. Waiting for the ball
2. Charging the ball

Move laterally to field a ground ball.

1. Use a side step

2. Use a crossover step to field the ball

Have the learners demonstrate the ready position before fielding the ground ball. Start the experience with thrown balls and gradually increase speed of the ball as the learners are ready. The distance the partner is from the learner fielding the ball must be adjusted according to the speed of the ball. The learners should first practice fielding balls by waiting for the ball to come to them. The learners can start moving forward to field a ball ("charging") as they demonstrate control. The learners should begin "charging" slow moving balls while moving slowly. Gradually increase the speed of the learner and the speed of the ball. Remember to ask questions of students. (1) Where should you move? (2) Where should your glove be?

The learners need to practice on moving laterally to field a ball. Use a slide step toward the ball when it is close to the fielders position. The slide step should be used, to bring the fielder in line with the ball. Wait or change the ball when in position. Learners should charge the ball when they have time to move forward. Waiting on the ball is appropriate when the ball is close to the fielder and there is not time to move forward.

The learners should use a crossover step to field a ball that is more than several steps away. The learner pivots on the foot closest to the ball, crosses over with the opposite foot and moves toward the ball.

Does the learner demonstrate the ability to field a ground ball, coming straight on,

... by waiting in four out of five trials?

...by "charging the ball three out of five trials?

...check stance and ready position

...check glove position

Does the learner demonstrate the ability to field ground balls, by moving laterally in three out of five trials ?

En Route Learning

Field balls coming at different speeds, distances and directions from the body.

Field batted balls

Field fly balls from the ready position.

1. moving to the side
2. moving forward
3. moving backward

3.1 Can the learner pitch the ball to a target area (PEH 264)?

pitching to a partner practice on the throwing pattern.

increase the area of the ball to about 10 feet.

Pitch a ball through a strike zone

Teach To The Objective

For both learner experiences, the learner should practice first with slow moving ground balls and gradually increase the speed of oncoming balls. Increase the complexity by throwing a variety of ground balls to the learners such as; different distances to the fielders side, different speeds, straight on, etc. Batting balls to be fielded can also be introduced. Provide each learner ten trials to field ground balls - thrown or batted. The learner receives one point for each ball "cleanly" fielded.

Learners need to move into a position in line with and under the ball as soon as the ball is hit. They need to react to the hit. The foot work for moving up or to the side is basically the same as for fielding ground balls. When moving backwards to the right pivot on the right foot and spot the ball over the left shoulder and run diagonally to a position for the catch. The ball should be caught shoulder high. Begin with short softly thrown balls. As learning occurs gradually increase the height and distance of the fly balls and the variety of fly balls thrown. Design a similar activity as described in fielding ground balls.

Learners will have had previous experience at pitching balls. The learning experience in softball may be the first real specific sport skill in pitching. Explain and model the pitching pattern to learners. Have them practice without a ball. As they demonstrate correct pitching motion introduce a ball. The learners can pair off in two's. From distances of twenty-five to thirty feet, have the learners pitch a ball back and forth.

Focus on refining the grip, stance, release and follow through. Release should be from the eight o'clock position with a lifting motion.

The main focus of the pitch is to have a high arc eight to ten feet. While pitching the ball to a target thirty to forty feet away to help the learners work on the arc have them pitch to a target over a rope stretched nine feet high between two poles.

Monitor Learner Progress

Does the learner demonstrate the ability to adjust and field different kinds of ground balls in three out of five situations?

Does the learner field fly balls in three out of five trials by ...

- ...moving to the side?
- ...moving forward?
- ...moving backward?

Does the learner pitch a softball across the strike zone from a distance of thirty feet, thirty-five feet and/or forty feet in three out of five trials?

En Route Learning

Teach To The Objective

Monitor Learner Progress

In this experience the learners are practicing the actual skill of pitching a softball across the plate. Have them begin at a distance that they can effectively and efficiently pitch a ball correctly. As they demonstrate control (eight out of ten pitches across the strike zone) gradually increase the distance from the plate until the learner is pitching from forty feet. Not all learners will be able to skillfully pitch a ball from forty feet. For those learners who cannot, have them practice within their effective range.

A game-like activity would be to give each learner ten pitches, the learner who pitches the most strikes wins.

4.1 Can the learner hit a stationary ball (PEH 260-262)?

Practice the batting motion without a ball.

Practice batting using the batting tee.

Batting is basically a closed skill and should be taught as such. There are five general parts to teaching battings, grip, stance, bat position, swing and follow through. Consider these very carefully when teaching batting. Modeling is critical. Have the learners practice the swing without batting a ball. Through monitoring refine the swing motion until the learners are ready to bat a stationary ball.

Have the learners practice batting a ball from a batting tee. The same consideration listed above are appropriate for this experience. It is important that the batting tee be used to help the learner focus on an efficient swing.

Does the learner use correct technique when swinging a bat four out of five trials?

Does the learner use correct technique when batting a ball from a tee four out of five trials?

Does the learner bat a pitched whiffle ball correctly four out of five trials?

4.2 Can the learner hit a pitched ball from 10 feet (PEH 260-262)

Bat a softly, flat pitched whiffle ball.

During the early learning experiences it may be appropriate to use a whiffle bat and ball for practice. Divide the learners into small groups (2s or 3s). Provide each group with one bat and at least one ball to practice batting pitched balls. The focus should continue to be on the efficiency of the swing. As the learners demonstrate the ability to make efficient swings when batting a softly flat pitch ball gradually increase the distance and the arc of the pitched ball.

Does the learner hit a softly pitched ball three out of five trials?

En Route Learning

Bat a softly flat pitched softball

Bat a pitch ball with a high arc from a distance of forty feet.

Increase power and control.

5.1 Does the learner recognize the appropriate defensive positions on the field under a variety of game-like conditions.

Based on the game conditions defensively position yourself in attempting to deny the offensive any advantages (PEH 265-267).

Teach To The Objective

Avoid practicing with whiffle ball any longer than necessary to generate efficient batting technique. Have the learners practice with a regular ball and bat as soon as they are ready. Gradually increase the distance and arc of the pitched ball as the learners demonstrate they are continuously using an efficient swing. Broaden the focus to include effectiveness of the swing. Look for good contact when hitting the ball. Continue to monitor efficiency of swing. If necessary return to previous learning experiences for those learners who need to focus on the swinging motion.

For an activity play "high-low" game. Divide the learners into several groups. In high-low learners can also practice their fielding, throwing, and pitching. Modify the rules to help facilitate rotating learners to the batting position.

Similar considerations as above. When learners begin to focus on power and control continue to focus on good form. Remind them not to lunge at the ball. Focus of the learner is to increase force while maintaining good form. For control, the learners should practice hitting to the closest field. Practice with a variety of pitches, such as, outside, inside and down the middle pitches.

Focus for this learning experience is on defensive strategies. Explain to the learners some common conditions, such as, base runner on first and one out. The learners need to know, based on their playing position, how they are to position themselves and how to react when the ball is hit to them on the ground. Also, they need to know when to "backup" another fielder.

As the learners demonstrate the ability to position themselves defensively and react to the ball, gradually increase the complexity of the game-like conditions. Learners need to continue to refine form when necessary. For an activity play "outfield relay".

Monitoring Learning Progress

Does the learner hit a softly flat pitched ball three out of five trials?

Does the learner hit a regular pitched ball from forty feet three out of five trials?

Does the learner effectively hit for power and control in three out of five trials?

While on defensive, does the learner make the correct defensive playing decisions based on game-like conditions in three out of five situations?

En Route Learning

5.2 Can the learner combine throwing and catching catching/fielding (PEH 260)?

Throw and catch with a partner working on control and accuracy

Catch balls that are various areas around the body.

Field a ball that is hit off of a bat (PEH 260).

Teach To The Objective

The focus in these experiences is on a transition from regular throwing and catching to softball game like conditions.

The learners should practice throwing and catching as a continuous action. As the force of the caught ball is absorbed by bringing the ball into the body the motion continues into the throwing pattern. The learners may demonstrate some regression in the skill patterns for throwing and catching during the early stages of this experience. However, with reinforcement the effective skill patterns will return with practice. As control is demonstrated in straight on throwing and catching broaden the experience to include catching balls that are high, low and to the side.

Consider beginning this experience by having balls thrown for fielding experiences. The thrower stands about 60 feet away from fielders. Start off with easy throws directly at the fielders. Vary the throws: high flies, direct throws, and grounders. As the learners demonstrate control, gradually force the learner to move in a variety of directions to the field the ball and increase the speed of the thrown ball.

For practice establish learning situations that have three to four fielders arranged in an infield type formation and a thrower/batter (fungo bat) hitting balls to the fielders. Set up these situations for all learners.

Design a testing activity that awards the learners a point for each ball they catch. Give each learner ten trials at catching/fielding a ball, the learner with the most points wins.

Monitor Learning Progress

Does the learner demonstrate a continuous and fluid transition from catching to throwing the ball in three out of five trials?

Does the learner field three out of five balls and make an accurate throw?

En Route Learning

5.3 Can the learner field a ball and throw to first base?

Field and throw to the base.

Field ground balls.

5.4 Can the learner field balls hit into the outfield?

Field and throw to the infield.

Field balls coming straight at you.

Field fly balls.

Field a combination of balls.

"Charge" ground balls

Move laterally using sidestep

Move laterally using pivot cross-over step.

Move backward to field a fly ball.

Teach To The Objective

The focus is on fielding the ball and making a smooth transition into throwing to a base. Organize the learners into a second base, short stop and third base situation. Have a first base player and a batter/thrower. The fielders field the ball turn and throw to first base. Teach for a smooth fluid move. Start off slowly and gradually consider testing activity similar to the one presented in the above en route learning.

The technique and teaching considerations of outfield play are similar to infield play. The learners usually have more time to react to the ball when playing in the outfield. The throw is made toward the infield so there is very little, if any, turning of the body after fielding the ball.

Have the learners throw back to the infield (second base area) after fielding the ball.

Increase the speed of the ball as the learners demonstrate fluid movement from fielding to throwing. A "side arm" throwing pattern will probably emerge during these experiences. This is natural and appropriate. Help the learners recognize that using a side arm throw allows them to make a faster transition from fielding to throwing, but may be most appropriate for shorter distances.

After learners demonstrate the ability to field balls coming straight at them, have them "charge" ground balls, move laterally to field ball, and to back up to field fly balls. Use a side step to field balls close to the body. When in front of the ball charge or wait for the ball, which ever is appropriate for the situation. Use a cross-over step when the ball is more than several steps over.

Monitor Learning Progress

Does the learner effectively field the ball and throw accurately to the base in two of three trials?

Does the learner position the body to facilitate a quick throw after fielding the ball?

En Route Learning

Make the appropriate tag on the incoming base runner.

1. Tagging the base
2. Tagging the runner

5.6 Can the learner select the appropriate starting and base running techniques (PEH 262-263)?

Get a quick start when running to first base after hitting the ball.

Use the "rocker start" to run to the next base.

Angle toward the bases when running two or more.

Teach To The Objective

Explain and model to the learners effective technique when catching a ball to make a base tag. Focus on correct catching technique with the glove hand between the base and the runners path. The learners will also need to focus on how to effectively tag a base runner and the conditions under which this may occur. For example, when fielding the ball away from the base but near the base runner or when tagging a base runner the ball should be in the glove.

Learners need to focus on how to run the bases effectively and efficiently.

The learners can practice this without using a bat. Set up a condition similar to the relationship of the batters box to first base. Have the learners focus on stepping with the near foot toward first base looking down the base path. Learners accelerate to full speed using good running technique and run through first base. Have the learners practice until they demonstrate efficient technique.

Explain and model to the learners the "rocker start". Runner should be in position before pitch occurs. When ball crosses home plate or is hit start stride. Front foot is on edge of base facing next base with rear foot behind the base. The front foot will remain in contact with base as the learner starts the stride toward the base. This prevents the learner from leaving early.

Continue to focus on good running form while adding some tactics. For this experience learners will focus on getting the best angle in running bases. Explain and model to the learners that about fifteen feet from the base they should swing out five to six feet to the right of the base so that they can. Have the learners practice base running from several situations; such as, first to third, second to home, batter's box to third etc.

Monitor Learning Progress

Does the learner make the correct defensive move when tagging the base in three out of five situations

... when tagging the base runner?

Does the learner efficiently run from batters box to first base?

Does the learner use the "rocker start" correctly when advancing from one base to the next?

Does the learner demonstrate the ability to run the bases and round the bases efficiently.

TEAM HANDBALL

This activity combines the skills of running, jumping, catching and throwing into a fast-moving, exciting game. Elements of soccer, basketball, hockey, and water polo all can be seen in team handball. The basic objective of the game is to out maneuver the opponent by passing the ball quickly and then throw the ball past the defense and goalie to score. The rapid continuous play, spectacular leaps and dives into the air by players attempting to score and the quick reactions of the goalie make the game equally enjoyable for spectators as well as players.

The game is comprised of two teams, 7 players on each team. An adequate description of the court and basic rules is covered in the Physical Education Handbook (pp. 270 - 278).

The United State Team Handball Federation (USTHF) controls developmental and olympic competition. The USTHF also provides promotional and educational information. Since many students may never have seen the game played, it would be helpful to obtain a film of an olympic game or a VTR of actual game play in order to provide an introduction to the activity unit.

To introduce the game of team handball into the instructional program one should consider the pre-requisite skills that a learner should have acquired: (1) catching - at high, low and medium levels while moving and stationary, (2) passing - one handed, two handed, overhead, side arm, (3) dribbling - at different levels (4) shooting - sidearm and overhead, (5) being able to move in a space at different speeds.

Consideration should be given to the following:

(a) Equipment. Purchase enough team handballs (both weights) so that you have a minimum of one ball per 2-4 learners. In the initial program, soft volleyballs can be substituted.

(b) Goals. The USTHF will supply directions on how to build appropriate goals. In beginning the unit, goals can be marked by taping the tall post along the walls or bleachers. If outside, a tape on the tennis fence or a building may be used in order to simulate goal areas. Modify goals for two to four players and provide numerous learning stations.

(c) Court dimensions. Adjust dimension by shortening length rather than width whenever possible.

(d) Introduce rules and scoring as needed in applying the skills to game-like situations. Check the resource list for suggested materials.

Key Resources

United States Team Handball Federation
(USTHF)
1750 E. Boulder
Colorado Springs, Colorado 80909

USTHF Association
10 Hottingham Road
Short Hill, New Jersey 07078
(201) 379-4148
(Promotional and Educational Materials)

Video:

NASPE Media Center, *Team Handball Game* USC
Blatt P.E. Center
Columbia, South Carolina 29208

Game Rules:

Physical Education Consultant
S.C. Department of Education
801 Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

Cavanaugh, Mike. *Team Handball in Physical Education and Sport for the Secondary School Student*. Reston, VA: AAPHERD, 1983 (pp. 290-302).

Grade/Level: II

Concept/Activity: Team Handball

Objectives: The learner will be able to:

1. Execute a variety of skillful passing, dribbling, shooting and receiving movements at different levels, pathways, and speeds while stationary and moving.
2. Combine two or more of the skills of passing, dribbling, shooting and receiving to show control and continuous movement without a defender.
3. Combine receiving, passing or dribbling, and shooting to create "give and go" patterns to move a ball down court without defender.
4. Successfully screen the ball from a defender while stationary and moving and on offense and defense.
5. Demonstrate offensive strategies in game-like situations where offense outnumbered defense (3 v 1, 4 v 2, 3 v 2, 4 v 3); demonstrate individual defensive tactics such as guarding, anticipating and intercepting.
6. Control basic game skills in continuous game-like situations while adjusting to offensive and defensive play in increasingly complex game conditions which evolve due to the gradual increase in the number of players.

**En Route Learnings
Learning Experiences**

Teach To The Objective

Monitor Learner Progress

1.1 Can the learner
throw and catch
a variety of
different passes
while stationary?

Begin passing and receiving review
on a wall, then move to partners
throwing and catching. Increase from
partner to triads before having
learners change from stationary to
moving.

1.1A Can the learner
perform a side
arm one hand pass?

Does the learner
demonstrate correct
technique, accuracy and
speed in performing a
side arm one hand pass in
four out of five trials?

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

-against a wall
continuously.

Technique of Side Arm One-hand Pass
(PEH 273)

1. Open up the body.
2. Extend arm back (cock).
3. Lead with opposite foot.
4. Push, release and follow-through
(short-snap, long extend).

Challenge groups of two's or three's
by having them see how many passes they
can make without dropping the ball in
two minutes, first while stationary, and
then later, when moving down court.

**1.1B Can the learner
perform a bounce
pass?**

-pass to a wall
target accurately
with a bounce
pass.

-pass continuously
to a partner
while stationary.

Technique of Bounce Pass (PEH 273)

1. Step forward with one foot.
2. Push ball down to ground.
3. Follow through with elbows locked.
4. Adjust force and distance to insure
it arrives at partner's waist.

Does the learner
demonstrate ten
consecutive,
accurate bounce
passes to a
partner's waist
level?

**1.1C Can the learner
perform a chest
pass?**

-pass to the wall
continuously.

-pass to partner,
then 3's, 4's
while stationary.

Technique of Chest Pass (PEH 273)

1. Step forward with one foot.
2. Extend arm straight out thumb pointed
3. Follow through.

Does the learner
perform 20
consecutive chest
passes to a partner
within 30 seconds
from a distance of
ten or more feet?

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

1.1D Can the learner perform a one and two hand overhead pass?

-pass continuously to the wall.

-pass quick, fast passes to a partner, in 3's and 4's while stationary.

Technique of Two Handed Overhead Pass (PEH 273)

1. Extend arms directly above head.
2. Reach back - lean back.
3. Quick release - snap short pass.
4. Long follow through - extend arms.

From a distance of ten yards (stationary) see how many passes (chest, overhead, side arm and bounces) one can get in one minute
- pass back and forth.

Does the learner demonstrate seven passes to a partner or wall target?

1.2 Can the learner perform each of the above four passes while moving "lead passing to a partner or group of teammates"?

-Use any two of the above passes to travel down the court with a partner.

-Select an appropriate "lead pass" to move with a partner down the court.

-In triads, select appropriate passes to travel across or down court.

Stress a variety of fast, accurate passes to travel fluently over varied distances. As fluency, speed and accuracy increases, move from partners to triads.

Design an activity with four or more teams where partners on the team receive points for accurate lead passes. Which teams of partners can acquire the most points within a specified time (i.e., 5 minutes). Award two points for each "lead pass" that is thrown; add points for receiving if you desire. Make it more complex by adding team points each time variety in passes is shown. You may need to design a check list of team scorers.

Does the learner demonstrate at least three of the four different passes while moving down court with a partner?

Does the learner lead pass to a teammate in four of five trials?

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

1.3 Can the learner receive and control a variety of passes while stationary and moving?

Passing learner experiences 1.1 and 1.2 are developed simultaneously with receiving. To receive passes the learners assume the following stance:

1. Arms extended straight in ready position.
2. Be on the balls of the feet ready to adjust to pass.
3. Cushion the ball-flex elbows-absorption of force-give with the ball.
4. Watch ball come into your hands.
5. Fingers form a "W" shape when catching the ball. "W" stands for window.

Does the learner receive ball passes from the wall? (ten trials out of ten)

-receive passes at different pathways of flight?

PLAYERS CAN ONLY HOLD THE THE BALL FOR 3 SECONDS BEFORE GETTING RID OF IT. IN GAME PLAY, A PLAYER MAY: TAKE THREE STEPS, THEN DRIBBLE AS MANY TIMES AS DESIRED, TAKE THREE STEPS, THEN PASS OR SHOOT.

-receive passes at different speeds.

-receives passes at different levels.

At low levels, bend knees to receive pass. Get the fingers in an M shape and scoop to chest at medium levels, cushion the ball and absorb the force, knees slightly bent. At high levels, extend hands upward overhead, use W position and pull ball down to chest.

-receive passes while moving in partners down court.

Design an activity as in en route learning 1.2 where both passing and accurate receiving are awarded points. You can develop a cooperative activity (i.e., how many times can you receive passes from a partner in two minutes? Or a competitive activity i.e., which team of partner can receive the most passes in two minutes?)

Does the learner receive a variety of lead passes from a teammate in four out of five trials?

-receive passes while moving in partners down court.

1.4 Can the learner dribble with

The intent of the learning experiences is to provide multiple and increasingly complex

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

control while stationary and moving?	activities to insure learners have adequate dribbling skills. If these skills have not been previously mastered they will require additional time-on task. The teacher may want to set up a circuit which will provide many opportunities for learners to practice the skill of dribbling. Try to individualize meaningful tasks for the appropriate levels of dribbling skills within a class.	Does the learner demonstrate two different levels of dribbling in ten rhythmic dribbles?
-dribble while stationary at different levels.		
-dribble while stationary with both hands.		
-dribble while stationary (in personal space) around the body.	<p>Cues for dribbling while stationary that may need reinforcement include:</p> <ol style="list-style-type: none"> 1. Use the pads of the fingers. 2. Bend knees slightly. 3. Lift the head to see your opponent. 4. Flex the elbow. 5. Remain on the balls of the feet. 6. Keep the body balanced. <p>When moving keep the ball out in front of body and your own feet, but in control. A player is not allowed to play the ball with the legs below the knee. There is no limit to dribbling the ball. However, a double dribble is not allowed.</p>	<p>Does the learner dribble five times with each hand without losing rhythm or control?</p> <p>Does the learner successfully use a cross over dribble three times out of four while stationary?</p>
-dribble while in personal space combining dribbling at different levels, changing hands, and around the body.	As learners gain control the teacher can provide set patterns by having all learners dribble and change direction on the signal -at first, indicate the directional change, later give learners the choice of directions. To add complexity, increase and reduce the space in which they all dribble.	Does the learner dribble in personal space showing control and demonstrating changes in level, hands and movement around the body? -against a defender?
-same as above. against defender.	Teachers may also want to alter the activity to insure there is adequate time-on-task by adapting the dribbling activity to be an	

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

-dribble forward, backward and to both sides of the body.	aerobic activity. Let learners dribble for ten minute attempting to reach training heart rate. Try it first without a defender, then with a defender. How many times do they lose control of the ball in the time allowed?	Does the learner dribble forward, backward and to both sides of the body within a thirty second time period?
-dribble forward, backward and to both sides of the body while changing hands.		
-dribble while moving and change level, hands and direction without a defender.	Design a checklist so that partners can evaluate and provide feedback to the learner on the level hands and direction changes used in the practice trials?	
-dribble and maintain control a against a defender.		Does the learner maintain control of the ball against a defender for thirty seconds.

1.5 Can the learner shoot (pass the ball) into the area (net) without a goalkeeper?

-shoot the ball (throw) into the goal area using the appropriate force?

-shoot accurately to areas where the goalkeeper cannot get?

The purpose of the en route learnings is to allow learners to become proficient in the shooting techniques required to score in team handball.

The shooting technique cues are as follows:

1. Opposite foot forward pointed in desired direction of shot.
2. Trunk and shoulder rotation.
3. Arm extended back.
4. Quick release (snap the elbow) for short shot. Long follow-through for long shot.
5. Hand wide on the ball.
6. Hand behind the ball.
7. Balance the body.
8. Keep head steady.
9. Watch the target and the position of the

Does the learner score five goals out of five trials with no goalkeeper?

Does the learner shoot the ball accurately so that the ball hits the designated area target on the goal

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

<p>a. high and low corners.</p> <p>b. variety in levels of shots.</p> <p>c. to open space.</p> <p>-show a variety of body levels while shooting.</p>	<p>goalkeeper.</p> <p>10. Body momentum going forward. (Feet or foot leaves the ground.)</p>	<p>in eight trials?</p> <p>Does the learner accurately hit the goal from five different spots around the shooting perimeter in four out of five trials?</p>
<p>-shoot with the feet on the ground and then off the ground.</p> <p>-shoot with both left and right hands.</p>	<p>Design an activity (either cooperative or competitive) whereby the various learning experiences are transformed into game-like play? For example, how many shots in ten can you shoot to "different" areas for the goalkeeper to cover.</p> <p>Have a partner do a checklist on the variety, levels, force, in air, and choice of hand used in ten shots at the goal. Try to increase the various types of shooting the learner can develop in his/her repertoire.</p>	<p>Does the learner demonstrates the ability to shoot while the feet are off the ground (jump shot) and/or with the non-dominant hand in four of five trials?</p>
<p>1.6 Can the learner shoot the ball into the goal with a goalkeeper present and defending?</p> <p>-while stationary.</p> <p>-while moving.</p>	<p>Lack in number of goal areas may mean the teacher will need to provide more goals or wall space so that many learners can simultaneously practice shooting. If not, the teacher may choose to set up stations or task cards and have a variety of isolated shooting, passing and dribbling skills practiced at the same time.</p> <p>Combining the three allowable steps in team handball will require some adaptability for learners. Insure that learners get ample</p>	<p>Does the learner aim and shoot to spots where the goalkeeper is not able to get to in three of five trials from five different spots on the perimeter?</p>

time to refine these new shooting patterns.

Points to Remember When Shooting

1. Shoot for the high and low corners of the goal.
2. Rebound the ball off the floor and into the goal.
3. Do not shoot at extreme angles.
4. Do not shoot with defender directly in front.
5. Do not shoot beyond 15 meters. The best shots are between the 9 & 6 meter lines.
6. If able to drive past the defenders, jump into the circle to get closer to the goal; watch the goalie and shoot for the corners. The ball must be released before you land.

Does the learner demonstrate the ability to start from eight feet from the goal and take three steps and shoot on the move and make three of the six attempts with a goalkeeper defending?

2.1 Can the learner combine two or more of the skills of passing, receiving, dribbling and shooting to show control and continuous movement without a defender?

A. Can the learner dribble and pass without a defender?

Skill: Dribble and pass

1. Dribble to open space.
2. After the dribble feed the ball quickly to hand while looking for a lead pass.
3. Pass to teammate in supporting position.
4. Pass should have appropriate speed.
5. Pass should lead your teammate so they can continue to move and not stop.
6. Pass to appropriate level of receiver.
7. Make smooth transitions - continuous action

Does the learner dribble and pass to a stationary partner ten times consecutively without dropping the ball?

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Examples of learning activities might include:

1. How many times can you and partner dribble and pass in a specified time?
2. In partners, can you legally get the ball down court? (Time challenge)... if each partner must dribble three or more times, how quickly can you do it?

Design an activity (game) that focuses only on these two skills. Begin with a cooperative activity, then move to a competitive oriented game.

Does the learner complete a dribble and pass to a moving partner in four of five trials?

Does the learner successfully dribble three times and lead partner into an open space without dropping the ball in eight of ten trials?

2.2 Can the learner receive and shoot without a defender?

-stationary passer to feed ball to shooter from one spot.

-increase lead passes to a variety of spots on the perimeter.

-partners both moving from mid court to spot to shoot.

-partners both moving to at least three different spots to shoot.

Skill: Receive and Shoot

1. Continuous action from catching to shooting.
2. Watch ball into hands and feed to shooting hand.
3. Continue to move toward goal after receiving ball.
4. Fluid transition throughout movement.
5. Look at goal while feeding shooting hand.

The focus here is on shooting immediately from a pass from a teammate. Design an activity that will provide many alternating shooting opportunities from various levels, spots and variety of types of shots. In different spots on perimeter, use at least three different types of levels of shots. Score at least eight of the ten.

Does the learner receive the ball and shoot from ten yards out of goal to score in nine of ten trials without a defender?

Does the learner successfully receive the ball from three three different levels in three of four trials, and then finish with a shot at the goal?

Does the learner shoot the ball within 3 seconds after receiving the pass?

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**2.3 Can the learner
combine dribbling
and shooting?**

-single - dribble
and shoot.

-stationary passer
to feed ball to
learner who then
dribbles and
shoots.

-stationary passer
to feed ball to
learner in a
variety of spots
above the perimeter,
then learner
dribbles and shoots
from the perimeter.

-add in a passive
defender to shoot .
around

**2.4 Can the learner
combine receiving
dribbling and
passing without
a defender, with
a passive defender?**

-receive, dribble
and pass in

The same key components as in en route
learning 2.2 and learning experiences in
receiving and shooting.

Dribble in a circle, or out several steps
and back to personal space within the task

Does the learner
dribble or take
three steps to get
around the passive
defender?

Does the learner
from ten to twelve
yards above
perimeter, dribble
three times and
successfully shoot
at target eight
times in ten trials?

Does the learner
receive from a
stationary partner,
dribble and shoot
to make a goal eight
times in ten trials?

Does the learner
jump or use a side
arm type pass to
shoot around the
passive defender?

Does the learner
receive, dribble and

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<p>partners while moving across an area or down court.</p> <p>-same as above with partners showing variety in passes?</p> <p>-same as above with a passive defender?</p>	<p>confines of stationary players.</p> <p>The whole task should be continuous and show fluid movement. The head and eyes should be up to detect defenders and see teammates in passing position. The body should remain balanced during all movements so that it is ready to adjust to changing conditions.</p> <p>Design a cooperative or competitive game which focuses on the completion of the monitoring task and allows learners to become competent at the combining of "give and go" skills without defenders or with only passive defenders. Have learners create their own rules and boundaries while focusing on the combined skills.</p>	<p>pass continuously with a partner while relatively stationary for one minute?</p> <p>Does the learner while moving down the court receive a pass - take three steps dribbling and pass to a teammate successfully six times out of eight times?</p> <p>Does the learner lead their partner with a pass?</p> <p>Does the learner fake and move to get open?</p>
<p>3.0 Can the learner combine receiving, passing or dribbling and shooting to create a "give and go" pattern to move the ball down court without a defender?</p> <p>-partners create "give and go" while moving</p>	<p>The give and go pattern of passing, receiving and/or dribbling and shooting should be an adaptation of previous skills learned in basketball units.</p>	<p>Does the learner successfully move ball down court using the combination (receive-pass-receive shoot (give and go pass) five times out of six?</p> <p>Does the learner demonstrate effective passing, dribbling and</p>

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downcourt until
a goal is
attempted- no
defender.

receiving skills in
movement downcourt
in four of five
attempts (without
defense)?

-does the learner
score four of five
goals? (without
goalkeeper)

-do partner teams
score two of five
attempts (without
goalkeeper)?

-do partner teams
score two of five
goals with
goalkeeper defense
present?

**4.0 Can the learner
successfully
screen the ball
from a defender?**

-While stationary
place your body
between the
defender and the
ball, passive
defense (dribble
or pass to
teammate)

Screening requires good ball skills and
defensive techniques.

1. Always keep the ball moving.
2. Stay on the balls of the feet when
protecting ball from a defender.
3. Stay composed and keep head up and
steady.
4. Quick passes - move after you pass the
ball to open space.
5. Put our body in between the defender
and the ball.
6. Fake one way and go another to screen
the ball.

How many passes can
the learner make in
one minute before
getting the ball
stolen?

Does the learner
pass three out of
of five passes to
their partner
successfully?

-Same as above,
active defense

Defensive players:
- move quickly

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5 feet away (dribble or pass to teammate)	- keep hands up - turn body sideways so you can see the ball and other players.	
-Same as above while moving in restricted large area		
-Triangle passing & dribbling with defendent in the middle		
a. Practice switching hands.	In 2 on 1 make sure the offense stays spread out.	Does the offensive player switch hands and change direction to keep the ball away from the defender?
b. Practice feinting to deceive.	1. Offensive players foot must be on the line to pass ball in. 2. Use any type of pass desired. 3. Offensive player may shoot the ball into goal from inbounds pass. 4. Offense breaks to get open when passer is ready to pass. 5. Defense turn body so you can see the passes and the receive 6. Defense get your heads up.	Does the offense keep the ball away from the defense for at least twenty seconds? Does the offense complete three of five inbounds passes successfully?
-Same as above while moving in restricted area against an active defense		
-Play 2 on 1 keep away in restricted area.		Does the learner who is on defense guard the passer from at least five steps away?
-2 or 1 inbounds pass		

5.0 Can the learner demonstrate offensive strategies in game-like situations where offense outnumbered defense? (2 to 5 days)

-3 vs 1 game-like situation-ball possession in restricted area.

-4 vs 2 game-like situation-ball possession to a target with restrictions

1. One touch
2. Two touches
3. Passing only
4. Pass and dribble.

-3 vs 2 game-like situation-keep restricted area the same.

a. focus on offense.

b. focus on defense.

-defense coverage
-defense of

General principles of offensive strategy include:

1. Wait for defender to commit to the ball before passing.
2. Pass the ball into the open space.
3. Move into an open space after passing the ball.
4. Exploit the space behind the defender.
5. Use the whole space.

The focus is the same as the previous task, but more advanced skill work can evolve with practice and thought on the following key concepts.

1. Move laterally, not just up and down.
2. Stretch the two defenders out to create space between them.
3. Add width and penetration (deep person).

The focus is the same as previously stated,

Does the offense successfully complete three out of five inbounds passes?

Does the learner as part of a group of three successfully maintain possession of the ball in a restricted space for thirty seconds?

Does the learner as part of a triad successfully move the ball down court keeping possession of the ball and shooting at the goal five times out of six?

Does the learner as part of a triad successfully maintain possession of the ball when the restricted space is increased?

Does the learner demonstrate the

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screens.

but the major objective is to increase the movement of the ball.

Challenge: how many times out of six attempts can an attacker get behind the defender and shoot at the goal?

ability to get behind the defender and shoot at the goal?

Does the learner while on defense, demonstrate two skills of guarding, anticipation and interception during one minute of play?

6.0 Can the learner control basic game skills in continuous game-like situations while adjusting to offensive and defensive play in increasing complex game conditions?

-2 vs 2 game-like situation ball possession in restricted space going to goal.

-3 vs 3 game-like situation ball possession in restricted space going to goal.

-4 vs 4 game-like

Retain focus on key offensive strategies.

Defensively, let learners add balance and cover. Stress that defenders not over commit to person with ball.

In transition, have defense get behind the ball as quickly as possible (between opponent and goal)

At this point, play modified game to goal, keeping track of successful shots.

Play tournament at game complexity appropriate for skill level in terms of number of players and space restrictions. You may set up team tournaments at different levels of complexity within the same class.

In Team Handball games the following offensive and defensive strategies should be the focus of play and used as guidelines in the evaluation of the learner's skill.

Offensive

1. Good supporting angle for teammate with ball.

Can the learner demonstrate offensive skills and strategies to assist team in successful shots on the goal?

Can the learner when on defense guard anticipate and intercept to force gain ball possession in the team, at some time in continuous five minute game-like play?

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situation
restricted space
going to goal.

4 vs 4
unrestricted
space.

2. Try to spread the defense by using the entire width of the court (boundaries)
3. Try to get the best space for a shot at goal (1 vs 1)
4. Pass the ball and move to open position (always supporting).

Defense

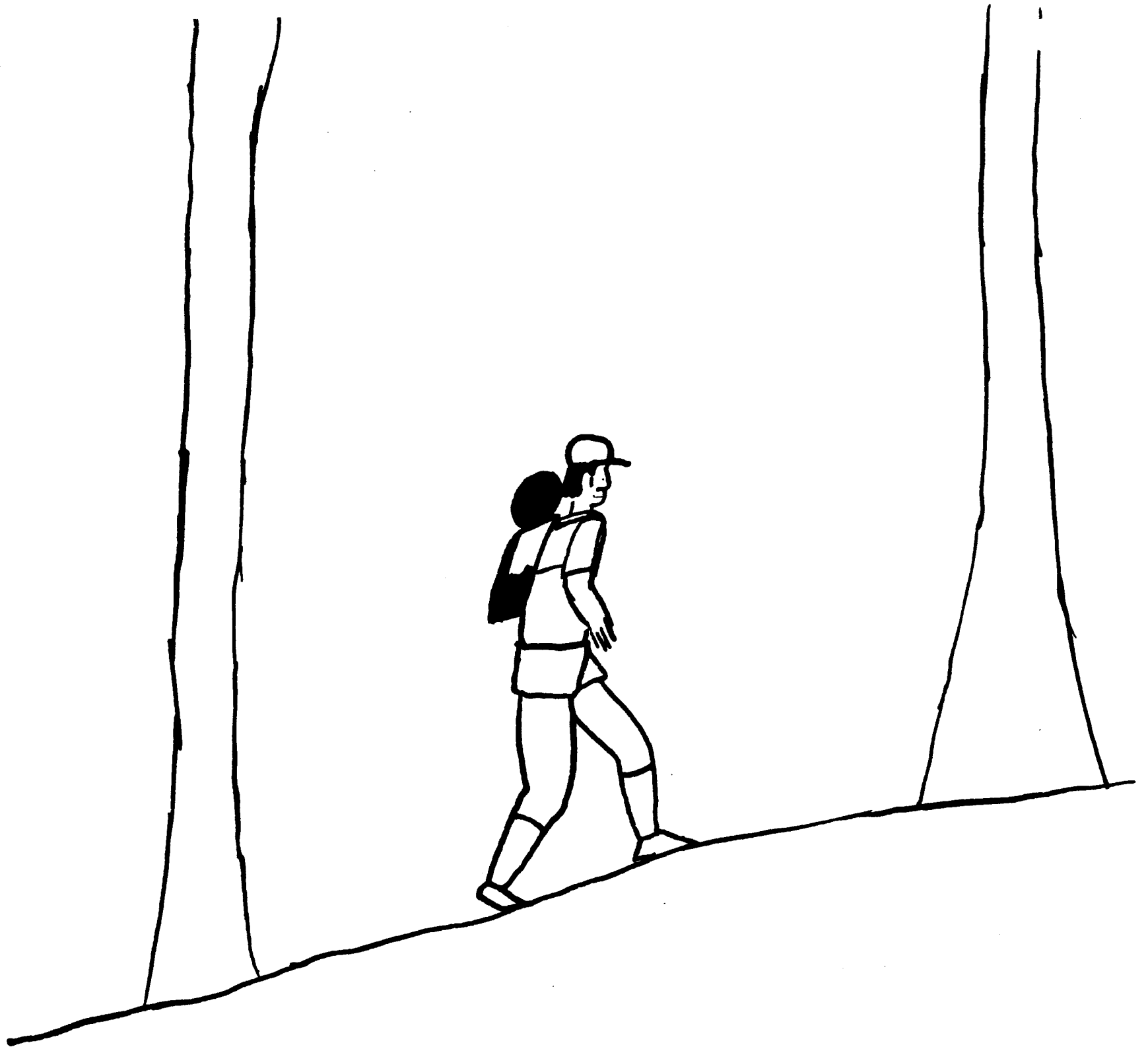
1. Get the whole team behind the ball as quickly as possible when you turn over possession.
2. Provide balance and support for teammates.
3. Assume responsibility for one offensive player and stay with them around the defensive goal (person to person defense)
4. Zone defense - set up a zone around the shooting line. See films for defenses.

Devise a checklist for observation in team play which includes all individual skills in passing, receiving, dribbling and shooting, as well as a check list to observe offensive strategy and defensive tactics.

Can the learners on offense quickly change to defense if and when they loose control of the ball?

Does the learner demonstrate a variety of individual skills in game-like play?

Does the learner exhibit at least three offensive strategy skills and at least two offensive skills in game-like play?



ADVENTURE/ROPES

The Adventure/Ropes activity unit is derived from the nationally acclaimed NDN (National Differsion Network) program, entitled Project Adventure. The program, based in part on the principles of Outward Bound, has been in existence since 1971. The physical education component of the program focuses on experientia based learning and group problem solving through initiative games, outdoor activities, and a ropes course apparatus. To teach this program unit it is essential to participate in an intensive four day training session. However, a number of S.C. schools have received S.C. Department of Education grants to provide both the ropes course construction and the teacher training workshop. The project activities improve self confidence and self esteem help students develop strategies that enhance decision making, and develop leadership skills. The Adventure/Ropes program begins with cooperative group games and trust building activities. It is characterized by an atmosphere that is fun, supportive and challenging. Students learn to respect and honor the differences within each group member and they learn to view obstacles as opportunities for growth.

As students gain group cohesiveness, Project Adventure activities encompass initiative problems, and low and high challenge ropes courses events. A verbal description cannot convey the challenge and risk taking and well as climbing and belaying that students acquire. Data, spanning many years, has shown that students who engage in "challenge by choice" and go beyond self imposed boundaries become stronger in self confidence and self awareness. The challenge ropes course facilitates this growth and learning experience.

A slide show presentation of the project in a National Geographic magazine article features the Ropes/Adventure course at North Myrtle Beach Middle School, contact John Calder if interested in seeing the program. There are nearly ten other sites in S.C. which teachers can visit. Assistance in grant writing can be

provided by a number of SCAHPERD adopters of Project Adventure.

The Adventure/Ropes course experience has been offered within the regular P.E. class, and as an elective program. It has also been offered as an interdisciplinary program to meet student needs within the broader school program and specifically for high risk students and in drug intervention prgrams.

Key References

Project Adventure, P.O. Box 2447, Covington, GA (404)-784-9310.

Rhonke, Karl, Silver Bullets, A Guide to Initiatives Problems Adventures, Games, Stunts, and Trust Activities. Projective Adventure, P.O. Box 100, Hamilton, Massachusetts, 01936

Rhonke, Karl, Cowtails and Cobras, Adventure Press, P.O. Box 100, Hamilton, Massachusetts 01936.

More New Games, P.O. Box 7901, San Francisco, CA 94120

The New Games Book, Play hard, Play fair, P.O. Box 7901, San Francisco, CA 94120.

Teaching Through Adventure: A Practical Approach, Project Adventure, Box 100, Hamilton, MA 01936.

Grade/Level: Secondary (7-12)

Concept: Adventure/Ropes

Objectives: The learner will be able to:

1. Increase their sense of personal confidence.
2. Increase mutual support within a group.
3. Develop an increased awareness of the importance of physical fitness.
4. Develop an increased level of agility, balance, and physical coordination.
5. Develop an increased joy in one's physical self and in being with others.
6. Gain a feeling of enjoyment through participation in a wide variety of non-stereotyped physical education activities.

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1.1 Can the learner trust the group to catch him/her while falling backwards into the arms of spotters from a height of 3 - 4½ feet?

Can the learner demonstrate correct spotting techniques?

- I. BEFORE
 - A. Check area for unsafe ground cover -- i.e., broken glass, dead limbs or stumps not cut low enough to the ground.
 - B. Inspect soundness of trees, platforms, and cable attachment points.
 - C. Presentation of problem.
 - D. Safety.
 - E. Correct spotting techniques.
 1. Explain concept/meaning of spotting.
 2. Demonstrate and explain basic positions -- stance, arms, hands, and eyes (focus).
 3. Practice in controlled situations.
 4. Emphasize relationship of good spotting to trust.
 5. Distinguish between spotting and assisting or helping.

1. Does the learner understand the concept/meaning of spotting?
2. Does the learner demonstrate correct spotting position? Knees flexed, arms extended with palms facing up.
3. Does the learner keep their main focus of attention on the faller?

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6. Supervise spotters closely.
 7. Generate pride for becoming a good spotter.
 8. Rotate spotters.
 9. Two spotters is the minimum number of spotters for any element, some require more than two.
 10. Size, strength, weight, and fatigue also effect minimums.
- D. Introduce the task

II. DURING

- A. Facilitator actions and reactions.
- B. Guiding questions not answers.
- C. Sounding board.
- D. Observer.
- E. Give them time.
- F. Idiosyncrasies of the group.

III. AFTER

- A. Debrief.
- B. Move away from the center of attraction.
- C. Ask questions.
 1. Derived from all groups.
 2. Don't be afraid of difficult situations.
 - a. Injuries.
 - b. Strengths and weaknesses.
 - c. Ask direct questions.
- D. Evoke comments.
- E. Be a sounding board.
- F. Be honest.
- G. Carry the situation into real life.

4. Does the learner continue to pay close attention to the faller until they are in an upright standing position?
5. Do the learners check each time for closeness and alignment in relation to the other spotters?
6. Does the learner stay in a "rigid position" keeping hands tucked in during the fall?
7. Does the learner thank his spotters after completing the fall?
8. Does the learner receive support or encouragement from the group?

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IV. Developments which should occur.

- A. Trust.
- B. Group cohesiveness.
- C. Individual confidence.
- D. Roles of teachers/students.

- 1.2 Can the learner traverse across triangulated tension cable that are no more than $2\frac{1}{2}$ feet above the ground using a rope at the apex of the triangulated cables to provide a handle to use while walking the taut cables?

Can the learner demonstrate proper spotting technique?

See Teaching Considerations for 1.1

- 1. Does the learner demonstrate the proper spotting position for the tension traverse?
- 2. Does the learner mimic the movements of the participant?
- 3. Does the learner have a wide base with knees flexed and hands up?
- 4. Do the learners spot on each side and in between the participant and the tree on which the hand held rope is attached?
- 5. Do the learners stay attentive?
- 6. Do the learners support the participant?
- 7. Does the learner demonstrate balance and agility in his/her

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- 1.3 Can the learner complete a series of cables by cooperating in the group with the main objective being to get the total group through the element?**

Can the learner successfully utilize balance, coordination and agility to complete the task of walking across the series of cables with the help of the group?

See Teacher Considerations for 1.2

effort to cross the traverse?

8. Does the learner refrain from teasing and joking about not catching the participant?
1. Does the learner mimic the movements of the participant
2. Does the learner demonstrate correct spotting position, a wide base with knees flexed and hands up?
3. Do the learners spot on each side of the participant?
4. Do the learners stay attentive?
5. Do the learners communicate while participating?
6. Do the learners avoid intentionally pulling other participants from the cable?
7. Do the learners

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- 1.4 Can the learner aid in planning and successfully executing the task of getting the group from one area to another using a tarzan like swing?

Can the learner be an active group member by cooperating with the group in completing the above objective.

See Teacher Considerations for 1.2

support the efforts of the participant?

8. Does the learner demonstrate balance, coordination, and agility in his/her attempts to cross the cables?
1. Do the learners plan for the crossing?
2. Do the learners readjust if the plan is failing?
3. Does the learner show a concern for the whole group completing the initiative or is he/she concerned mostly about his/her own success?
4. Does the learner demonstrate the ability to utilize their upper body strength while swinging over obstacles and landing safely?
5. Does the learner demonstrate the